



Department of
Education

2015 Summer Training

Social Studies Grades 3-5

Participant Packet #1

Tennessee Department of Education | 2015 Summer Training



Table of Contents

Module 1 Examining the Standards.....Page 3

Norms for Collaborative Work
 Course of Study
 Module 1: Goals
 Task Sheet: Vision of Powerful Teaching and Learning
 A Vision of Powerful Teaching and Learning in the Social Studies
 Rationale for Standards Change
 What are Process Standards?
 Task Sheet: Process Standards
 Content Strands
 Content Coding
 Task Sheet: Examining the Standards
 Module 1: Takeaways
 Module 1: Reflection

Module 2 Complex Texts and Primary Sources.....Page 21

Module 2: Goals
 Task Sheet: Primary Source Brainstorming
 Task Sheet: Primary Sources and Elementary Students
 Primary Sources and Elementary Students
 Suggestions for Using Primary Sources with Students
 Step Back: ELA Connection Review - Anchor Standards for Reading
 Step Back: ELA Connection Review - Complex Texts and Text Based Questions
 Step Back: ELA Connection Review - Close Reading Reminders
 Step Back: ELA Connection Review - Accountable Talk®
 Primary Photo Analysis
 Task Sheet: Ellis Island Photographs (3rd Grade)
 Photo Analysis Worksheet
 Ellis Island Photographs
 Task Sheet: Star Spangled Banner (4th Grade)
 Close Reading Lesson Plan
 Task Sheet: Company Aytch (5th Grade)
 Primary Source Analysis Sheet
 Module 2: Takeaways
 Module 2: Reflection

Module 3 Preparing for AssessmentPage 53

Module 3: Goals

Summary of Test Design

Task Sheet: Performance Level Descriptors

Task Sheet: Assessment Frameworks

Task Sheet: Practice Test and Analysis

Question Analysis Chart

Extended Response Questions FAQ's

Task Sheet: Extended Response Grading

Extended Response Grading Chart

3rd Grade Work Samples

4th Grade Work Samples

5th Grade Work Samples

Module 3: Takeaways

Module 3: Reflection

Module 4 Creating Rigorous LessonsPage 73

Module 4: Goals

Planning Rigorous Lessons: "3 T's"

Primary Source Discussion Questions

Task Sheet: Primary Source Discussion Questions

Resources

- Primary Source Resources

- Tennessee Connection Resources

- Teacher Resources

- Geography Resources

- Geography Apps

- Elementary Literature: African American Resources

- Civics Legislation and Project Based Learning

Task Sheet: Lesson Creation

Module 4: Takeaways

Module 4: Reflection

Module 1

Examination of the Standards

Norms for Collaborative Work

- Keep students at the center
- Be present and engaged
- Monitor air time and share your voice
- Challenge with respect
- Stay solutions oriented
- Risk productive struggle
- Balance urgency and patience

Course of Study

1. Examining the Standards
2. Complex Texts and Primary Sources
3. Preparing for Assessment
4. Creating Rigorous Lessons

Module 1: Goals

1. Deepen understanding of the TN social studies standards and analyze the focus on Tennessee history and accomplishment.
2. Understand process standards and their connection to social studies instruction.
3. Examine the content strands and coding used in the standards.
4. Recognize the change in the level of rigor and its implication for instruction.

Course of Study

Examination of the Standards

Complex Texts and Primary Sources

Preparing for Assessment

Creating Rigorous Lessons

Task Sheet: Vision of Powerful Teaching and Learning

Individually, read “A Vision of Powerful Teaching and Learning: Building Social Understanding and Civic Efficacy.”

As you read, underline key ideas and make note of any questions or discussion points.

After you have finished reading, consider the following:

- According to the text, what does a “powerful” social studies classroom look like? What are the students doing? The teacher? What types of materials are being used? What kinds of activities are occurring?

- Choose a statement or idea from the text that you found interesting or wish to discuss as a group.

Table Discussion

- Talk about your social studies classroom this school year.
 - What changes have you made to your social studies instruction this year?
 - What have been your greatest challenges? How are you managing these challenges?
 - What has been your greatest success?
 - What support do you need?

Discuss the above questions with your group.

Share with the whole group.

A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy

A Position Statement from the National Council for the Social Studies
(excerpt of text)

Qualities of Powerful and Authentic Social Studies

A. Social Studies Teaching and Learning Are Powerful When They Are Meaningful

Meaningful social studies builds curriculum networks of knowledge, skills, beliefs, and attitudes that are structured around enduring understandings, essential questions, important ideas, and goals.

- Key concepts and themes are developed in depth. The most effective social studies teachers do not diffuse their efforts by covering too many topics superficially. Breadth is important, but deep and thoughtful understanding is essential to prepare students for the issues of twenty-first century citizenship.
- Skills necessary to help our students thrive in a world of continuous and accelerating change are emphasized. These include discipline-based literacy, multi-disciplinary awareness, information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the prudent use of twenty-first century media and technology. Skills are embedded throughout meaningful social studies lessons, rather than added on at the end.
- Teachers are reflective in planning, implementing, and assessing meaningful curriculum. Reflective teachers are well informed about the nature and purposes of social studies, have a continually growing understanding of the disciplines that they teach, and keep up with pedagogical developments in the field of social studies.
- Meaningful curriculum includes extensive and reflective study of the United States and other nations' histories, religions, and cultures.

B. Social Studies Teaching and Learning Are Powerful When They Are Integrative

The subjects that comprise social studies--i.e., history, economics, geography, political science, sociology, anthropology, archaeology, and psychology--are rich, interrelated disciplines, each critical to the background of thoughtful citizens. The social studies curriculum is integrative, addressing the totality of human experience over time and space, connecting with the past, linked to the present, and looking ahead to the future. Focusing on the core social studies disciplines, it includes materials drawn from the arts, sciences, and humanities, from current events, from local examples, and from students' own lives.

- Each of the social studies disciplines themselves integrates content from the others. Units and lessons can draw on ideas from economics, geography, history, political science, and sociology to increase understanding of an event or concept. Each disciplined pursuit demands a level of sensitivity and awareness to content drawn from the arts, humanities, and sciences.
- Powerful social studies teaching combines elements of all the disciplines as it provides opportunities for students to conduct inquiry, develop and display data, synthesize findings, and make judgments.
- Social studies teaching and learning require effective use of technology, communication, and reading/writing skills that add important dimensions to students' learning.

C. Social Studies Teaching and Learning Are Powerful When They Are Value-Based

Social studies teachers recognize that students do not become responsible, participating citizens automatically. The values embodied in our democratic form of government, with its commitment to justice, equality, and freedom of thought and speech, are reflected in social studies classroom practice.

Social studies teachers develop awareness of their own values and how those values influence their teaching. They assess their teaching from multiple perspectives and, when appropriate, adjust it to achieve a better balance.

- Students are made aware of potential policy implications and taught to think critically and make decisions about a variety of issues, modeling the choices they will make as adult citizens.
- Students learn to assess the merits of competing arguments and make reasoned decisions that include consideration of the values within alternative policy recommendations.
- Through discussions, debates, the use of authentic documents, simulations, research, and other occasions for critical thinking and decision making, students learn to apply value-based reasoning when addressing problems and issues.
- Students engage in experiences that develop fair-mindedness, encourage recognition and serious consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to individual and social responsibility.

D. Social Studies Teaching and Learning Are Powerful When They Are Challenging

Student work should reflect a balance between retrieval and recitation of content and a thoughtful examination of concepts in order to provide intellectual challenges. The teacher must explain and model intellectual standards expected of students. These include, but are not limited to: clarity, precision, completeness, depth, relevance, and fairness.

- Challenging social studies instruction makes use of regular writing and the analysis of various types of documents, such as primary and secondary sources, graphs, charts, and data banks. It includes sources from the arts, humanities, and sciences, substantive conversation, and disciplined inquiry.
- Disciplined inquiry, in turn, includes the teaching of sophisticated concepts and ideas, and in-depth investigation of fewer rather than more topics, with deep processing and detailed study of each topic.
- Challenging social studies includes the rigorous teaching of the core disciplines as influential and continually growing tools for inquiry.

E. Social Studies Teaching and Learning Are Powerful When They Are Active

Active lessons require students to process and think about what they are learning. There is a profound difference between learning about the actions and conclusions of others and reasoning one's way toward those conclusions. Active learning is not just "hands-on," it is "minds-on."

- Students work individually and collaboratively, using rich and varied sources, to reach understandings, make decisions, discuss issues, and solve problems.
- Student construction of meaning is facilitated by clear explanation, modeling, and interactive discourse. Explanation and modeling from the teacher are important, as are student opportunities to ask and answer questions, discuss or debate implications, and participate in compelling projects that call for critical thinking.
- Powerful social studies teachers develop and/or expand repertoires of engaging, thoughtful teaching strategies for lessons that allow students to analyze content in a variety of learning modes.

Conclusion

Thomas Jefferson and other founders of the republic emphasized that the vitality of a democracy depends upon the education and participation of its citizens. The need for an informed citizenry was the very impetus for the creation of free public education in the United States. If the nation is to develop fully the readiness of its citizenry to carry forward its democratic traditions, it must support progress toward attainment of the vision of powerful social studies teaching and learning.

Rationale for Standards Change

The New Social Studies Standards:

- Prepare students for college and career
- Move from accumulation of facts to deeper understanding of content
- Focus on Tennessee contributions in context
- Increase rigor in the social studies curriculum

In 2010 Tennessee updated ELA, math, and science standards, increasing rigor in each area; however, social studies standards had not been revised since 2002.

Tennessee's social studies standards are the result of looking to the best social studies standards in the nation. The curriculum standards of Massachusetts, California, Washington D.C., Alabama, Virginia, the American Psychological Association, and others served as a model for Tennessee's revisions. The final product is heavily indebted to the exemplary work of source states and organizations. Educators in Tennessee were involved in the writing and revisions of the standards throughout the process. Their feedback was instrumental in the development of the new standards.

- Tennessee Department of Education

What are Process Standards?

Process standards are statements that describe skills students should develop to enhance the process of learning. Process standards are not specific to a particular discipline but are generic skills that students must possess to be successful learners.

- Tennessee Department of Education

1) Acquiring Information

Acquiring Information involves locating, gathering, observing, comprehending, organizing, and processing information from a variety of primary and secondary sources.

"Acquiring Information" emphasizes the learners' use of a broad base of strategies to read in order to gain literal information.

- Use chapter and section headings and topic sentences to select main ideas
- Detect cause and effect relationships
- Distinguish between fact and opinion in order to recognize propaganda
- Recognize author bias
- Use picture clues and picture captions to aid comprehension
- Read from a variety of sources
- Use maps, graphs, globes, media, and technology sources
- Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies

2) Analysis of Data and Problem Solving

Problem solving involves the comprehension, analysis, and interpretations of data leading to the development of a solution or conclusion. Students will develop problem-solving skills through comprehension, analysis, interpretations, synthesis, summary, and evaluation.

"Analysis of Data and Problem Solving" emphasize the learners' use of a broad base of strategies to identify relevant factual material.

- Classify information by source, chronology, and importance
- Critically examine data from a variety of sources
- Detect bias in data presented in a variety of forms
- Compare and contrast data
- Note cause/effect relationship
- Draw inferences from a variety of data
- Predict likely outcomes
- Recognize cases in which more than one interpretation of data is valid

- Reinterpret data to develop alternative outcomes and their likely effects on subsequent events/issues
- Use available data to devise new situation and outcomes
- Demonstrate an understanding of the data through written, visual, or oral methods
- Extract significant ideas from supporting details
- Combine critical concepts in a statement of conclusion based on information
- Determine whether information is pertinent to the topic
- Test the validity of the information using such criteria as source, objectivity, technical correctness, and currency

3) Communication

Communication is the conveyance of ideas, value judgments, beliefs, and emotions through individual expression, group dialogue, cultural communities, and global networks by oral, written, symbolic, visual, and technological means.

"Communication" emphasizes the learners' use of a broad base of strategies to:

- Transmit ideas through speeches
- Demonstrate conflicting ideas through debate
- Summarize judgments through essays
- Demonstrate ideas through dramatizations and discussions
- Demonstrate emotions through the creation of visuals
- Demonstrate beliefs through multimedia projects
- Recognize beliefs through simulation and role play

4) Historical Awareness

Historical awareness, integral to all of the social studies disciplines, includes an understanding of chronological placement, historical trends, and historical decision-making. Students will be able to comprehend the significance of historical data using a variety of analytical skills. Such understanding enables students to prioritize events, identify bias, recognize perspectives, interpret trends, and predict outcomes.

"Historical Awareness" emphasizes the learners' use of a broad base of strategies to:

- Read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources
- Prepare and analyze maps, charts, and graphs
- Construct and analyze timelines
- Utilize community resources such as field trips, guest speakers, and museums
- Incorporate the use of technological resources
- Utilize primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, poetry, songs, and artwork

Task Sheet: Process Standards

With two other people, read through the process standards and strategies used to develop these skills.

Consider the following questions:

- How do these skills help students gain a deeper understanding of content?
- Which process standards do you find the most challenging to teach? Why?
- How does knowledge of these standards help you when planning instruction?
- How do these standards relate to other academic disciplines?

Be prepared to share your thoughts with the whole group.

Content Strands

Five* Fields of Study in Social Studies

1. Culture
2. Economics
3. Geography
4. History
5. Government/Civics

*Tennessee has added a field: Tennessee Connection

Content Coding

Content Strand Code	Content Strand	Definition
C	Culture	Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.
E	Economics	Globalization of the economy, the explosion of population growth, technological changes, and international competition compel students to understand personal and global production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.
G	Geography	Geography enables the students to see, understand, and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.
H	History	History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

P	Government, Civics, and Politics	Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.
TN	Tennessee Connection	Tennessee has a unique story and provides a more intimate view of the past in our present lives. As students connect with their own state's history and geography, they will gain a greater perspective of the impact and significance of national history, movements, decisions, and ideas.

- Tennessee Department of Education

Task Sheet: Examining the Standards

Split into grade level teams.

Examine your grade level course description and standards. (Located in Participant Packet #2.)

- Summarize your course overview.
- Examine the organization of the standards.
- Make note of any standards that are unclear, confusing to you, or that you have a question about.
- Make note of the verbs used in the standards (i.e., analyze, describe, etc.).

Create a graphic organizer of your choice to show your findings.

Be prepared to discuss your grade level standards with the group.

Module 1: Takeaways

- Tennessee Social Studies standards have been revised in order to reflect college and career demands and add rigor to the curriculum.
- Process standards describe skills that students should develop in order to be successful learners.
- Social studies education must be meaningful, integrative, value-based, challenging, and active.

Module 1: Twitter Feed Reflection

#summarizethoughts

Write your answers as a tweet. Max. of 40 characters.

Choose your favorite answer and write it on our graffiti wall.

1. What was your biggest insight or learning in this module?
2. What one thing will you do differently based on your understanding of this module's content and the demands of the new Tennessee Social Studies standards?
3. What do you want to learn more about in order to implement the learning into your practice?
4. What questions do you still have?

Module 2

Complex Texts and Primary Sources

Module 2: Goals

1. Deepen understanding of why and how to use primary sources in the classroom.
2. Make connections to ELA standards and skills.
3. Engage in multiple primary source tasks.

Course of Study

Examination of the Standards

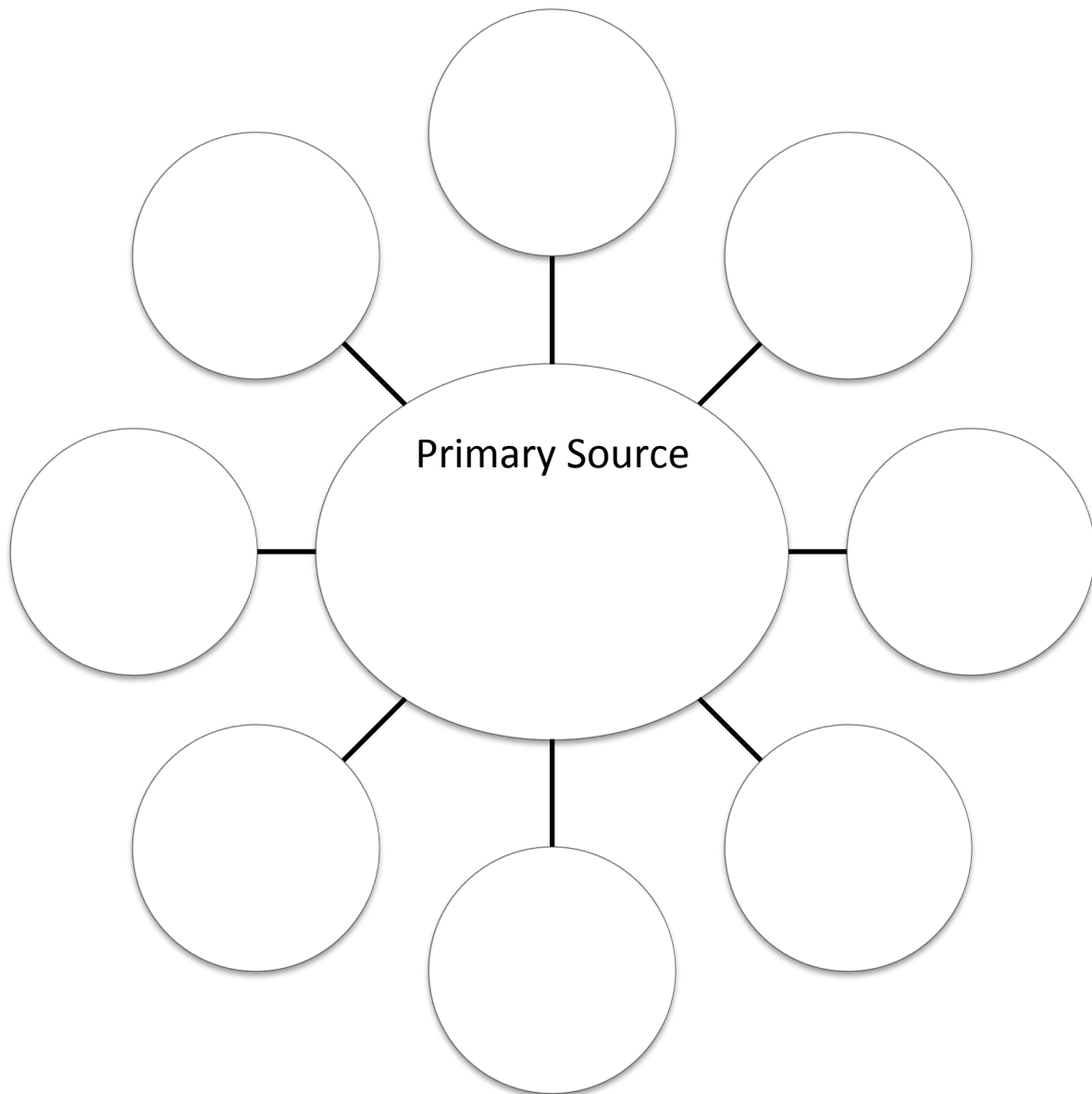
Complex Texts and Primary Sources

Preparing for Assessment

Creating Rigorous Lessons

Task Sheet: Primary Source Brainstorming

Write a definition of primary source in the center circle. With a partner, brainstorm different types of primary sources, filling in the graphic organizer.



Task Sheet: Primary Sources and Elementary Students

Take a few minutes to read the article individually.

As you read, underline key statements and make note of any questions/thoughts.

After you have finished reading, consider the following questions:

1. According to the article, what are the benefits of using primary sources during instruction?
2. What challenges do you face integrating primary sources into your classroom?

Be prepared to have a table discussion.

Primary Sources and Elementary Students

Library of Congress TPS Quarterly

By Gail Petri
(excerpt from text)

Can teaching with primary sources like photographs, manuscripts, maps, and historic sheet music engage young learners? Skeptics might argue: “Historical materials are boring... There is too much text... The vocabulary is difficult... Students won’t understand the history.” However, current research, teacher testimonials, and personal experience indicate that primary sources can bring history alive for elementary students.

Nearly all state standards acknowledge the importance of teaching with primary sources. Exposure to these raw materials can spark students’ imaginations and support inquiry, historical thinking, and constructive learning. Photographs, prints, and movies provide detailed visual images. Authentic documents such as newspapers, journals, advertisements, diaries, and letters provide vivid images. Music and recorded oral histories supply an auditory framework to add depth to historical and cultural understanding.

Using Primary Sources with K-5 Students

As elementary teachers know from experience, younger students are characteristically active, curious, and concrete learners. They are in various stages of developing their language and reasoning skills, teamwork, and fine motor abilities. Students in grades K-5 need to be able to connect history about people, places, or events to their own experiences. Primary sources offer unique opportunities for personalizing the past.

Teaching younger students with primary sources requires careful planning. Begin by identifying the learning goal or essential question of the activity. Depending on the topic, there are many primary sources available online. It is critical, however, to select primary sources that are accessible and appropriate for the students’ grade level.

Select one or more primary sources. Consider how to structure a primary source-based activity that will engage students, prompt them to think critically, and help them construct new knowledge. Students should feel that they are in charge of the historical investigation and responsible for their own theories and conclusions.

Consider these teacher-tested suggestions for introducing primary sources into the daily classroom routine. For grades K-2, encourage students to place themselves in an image and imagine what they see, hear, feel, and touch. Or, have students reenact a photograph using the

tableau strategy. For grades 3-5, challenge students to create a timeline using primary sources or create found poetry — using language from primary source texts on a variety of subjects to retell the historical content in poetic form.

Such introductory activities help teachers and younger students become more comfortable with connecting to and analyzing primary sources. But, this is only the beginning. The possibilities are endless for helping students in elementary grades delve more deeply into learning with primary sources.

Suggestions for Using Primary Sources with Students

1. Engage students with primary sources.

Draw on students' prior knowledge of the topic.

Ask students to closely observe each primary source.

- Who created this primary source?
- When was it created?

Help students see key details.

- What do you see that you didn't expect?
- What powerful words and ideas are expressed?

Encourage students to think about their personal response to the source.

- What feelings and thoughts does the primary source trigger in you?
- What questions does it raise?

2. Promote student inquiry.

Encourage students to speculate about each source, its creator, and its context.

- What was happening during this time period?
- What was the creator's purpose in making this primary source?
- What does the creator do to get his or her point across?
- What was this primary source's audience?

Ask if this source agrees with other primary sources, or with what the students already know.

- Ask students to find other sources that offer support or contradiction.

3. Assess how students apply critical thinking and analysis skills to primary sources.

Have students summarize what they've learned.

- Ask for reasons and specific evidence to support their conclusions.
- Help students identify questions for further investigation and develop strategies for how they might answer them.

*- Teaching with Primary Sources:
Educational Materials for Teachers.*

The Lyndon Baines Johnson Presidential Library & Museum.

Step Back: ELA Connection Review - Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently.

Step Back: ELA Connection Review - Complex Texts and Text Based Questions

Review of Text Based Questions and Tasks

Text based questions/tasks:

- Focused on the text
- Text specific
- Answers can be found within the “four corners” of the text
- Require students to closely read and reread the text
- Lead students to make inferences and analyze ideas
- Work toward the focus of the lesson/unit/guiding question

Tier 2 and Tier 3 Vocabulary

Tier 2: High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are *obvious*, *complex*, *establish*, and *verify*.

Tier 3: Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Medical, legal, biological, and mathematical terms are all examples of these words.

Quantitative Complexity

The Tennessee Academic Standards call for students to read texts of steadily increasing complexity. One measure of overall text complexity is quantitative complexity. Quantitative complexity is most commonly measured by Lexile level. The table below lists recommended lexile levels for each grade band. The band levels are intended to provide for a modulated climb toward college and career readiness and offer overlap between bands, which allows for flexibility in the younger grades where students enter school with widely varied preparation levels. Students must have regular practice with quantitatively complex text if they are to be prepared for the reading demands of college and career.

Grade Band	Flesch-Kincaid	The Lexile Framework®	Reading Maturity
2 nd – 3 rd	1.98 – 5.34	420 – 820	3.53 – 6.13
4 th – 5 th	4.51 – 7.73	740 – 1010	5.42 – 7.92
6 th – 8 th	6.51 – 10.34	925 – 1185	7.04 – 9.57
9 th – 10 th	8.32 – 12.12	1050 – 1335	8.41 – 10.81
11 th – CCR	10.34 – 14.2	1185 – 1385	9.57 – 12.00

-Table adapted from
achievethecore.org/text-complexity

Step Back: ELA Connection Review - Close Reading Lesson Reminders

- The text/source should remain the “expert,” not the teacher.
- Answers to the majority of all questions should be supported with specific selections from the text. Students should be asked to support their claims by referencing specific text samples to justify their answers.
- The goal is for a deep understanding of the text. Lessons should allow for several reads of the text.
- Provide minimal front-loading/pre-teaching of the text. Students should be allowed to discover and develop understandings through their own investigation and collaborative discussions.
- Chunk longer texts into smaller pieces.
- When possible, allow students to mark on the text as they read. Students should underline evidence, highlight key words and phrases, note challenging words, etc. (You may wish to provide photocopies of text or use dry erase sleeves.)

Step Back: ELA Connection Review

Accountable Talk®

What is Accountable Talk®?

Accountable Talk® is talk in which students exert effort to explain their thinking with evidence and to listen to and respond constructively to others' ideas, in order to make progress in solving a challenging problem, interpreting a text, or conducting an investigation. It is talk that promotes learning.

Academic Benefits of Talk

- Helps make student thinking visible
- Serves as a window on student understanding and learning
- Supports robust learning by boosting memory
- Supports language development
- Helps students develop their ability to reason well, using evidence

Notes about Accountable Talk®

- It requires time and effort to create a classroom environment in which Accountable Talk® is the norm.
- Teachers must guide and scaffold student participation.
- All students have the right to engage in Accountable Talk® practices.

Sample Accountable Talk® Stems

Statements	Questions
I agree/disagree because...	Can you rephrase that?
I can connect that to...	Can you give an example?
Where did you find that in the text?	What evidence supports that?
I also noticed...	Can you prove that?
I think...because...	Can you say more about...?

-Adapted from IFL's Accountable Talk® Sourcebook

Primary Text – Photo Analysis

The following document analysis worksheet was designed and developed by the Education Staff of the National Archives and Records Administration. You may find this worksheet useful as you introduce students to various documents.

(Located at <http://www.archives.gov/education/lessons/worksheets>.)

Photo description/number ____

Step 1. Observation

- A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items.
- B. Use the chart below to list people, objects, and activities in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

1.

2.

3.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Task Sheet: Ellis Island Photographs (3rd Grade) Photo Analysis

Standard:

3.40 Use primary sources to summarize the history of a region (European immigrant groups and their journeys to America).

Split up into groups of 3.

Each group will be assigned a different photograph to analyze. Together, work through the photo analysis worksheet.

When you have completed the sheet, take a few minutes to step back as teachers and think about how you could use this activity with your students.

Be ready to share your analysis and your questions.

Note: The following photographs were found on the New York Public Library Digital Collection (<http://digitalcollections.nypl.org/>.)

Photo Analysis Worksheet

Photo description/number _____

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items.

B. Use the chart below to list people, objects, and activities in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

- 1.
- 2.
- 3.

Step 3. Questions

A. What questions do this photograph raise in your mind?

B. Where could you find answers to them?

Ellis Island Photographs

Photo #1



Photo #2



Photo #3



Photo #4



Photo #5



Photo #6

Task Sheet: Star Spangled Banner (4th Grade)

Close Read

Standard:

- 4.49 Explain the causes, course, and consequences of the War of 1812.
- 4.50 Interpret the meaning of the lyrics of the song "Star Spangled Banner."

Text to read: "Star Spangled Banner" by Francis Scott Key

Notes for the teacher:

- This task will be part of a unit of study about the War of 1812.
- Background: "Star Spangled Banner," originally titled "The Defense of Fort McHenry," was written as a poem by Francis Scott Key. Key was inspired to write the poem after he witnessed the bombardment of Fort McHenry in the Baltimore Harbor. The poem was later set to music and renamed "The Star Spangled Banner." It became our national anthem in 1931.
- This text has a Lexile level of 1190. The suggested Lexile band for grades 4-5 is 740-1010.
- Think about how you will support your students in order to help them successfully engage with this text.

Primary Source #1 – “A View of the Bombardment of Fort McHenry”



“A View of the Bombardment of Fort McHenry.” drawing by J. Bower, 1819. Public Domain

Student will view the drawing and discuss the following:

- What do you notice about this drawing?
- What is being shown?
- What specific details do you notice that might be important?
- What do you think Key felt as he witnessed this scene?

Primary Source #2 – “Star Spangled Banner”

Oh, say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

-Francis Scott Key (1814)

Close Reading Lesson Plan

Text grade band placement:	
Text	Text complexity analysis
Text: Star Spangled Banner	Lexile: 1190
ELA and social studies standards addressed by the text	
ELA anchor standards	S.S. standards
p. 28	
What key insights should students take from this text?	
Tier 2 words	Tier 3 words
p. 29	p. 29
Text-dependent questions	
Writing mode	Writing prompt

Task Sheet: Company Aytch (5th Grade)

by Sam Watkins

Standards:

- 5.14 Use concrete words, phrases, and sensory details to describe the experience of the war on the battlefield and home front.
- 5.15 Explain the contributions of Tennesseans during the war (Sam Watkins).

Text to read: Company Aytch

Company Aytch by Sam Watkins

"After the Battle of Chickamauga (September 19, 1863)"

"We remained upon the battlefield of Chickamauga all night. Everything had fallen into our hands. We had captured a great many prisoners and small arms, and many pieces of artillery and wagons and provisions. The Confederate and Federal dead, wounded, and dying were everywhere scattered over the battlefield. Men were lying where they fell, shot in every conceivable part of the body.... In fact, you might walk over the battlefield and find men shot from the crown of the head to the tip end of the toe. And then to see all those dead, wounded and dying horses....

Reader, a battlefield, after the battle, is a sad and sorrowful sight to look at. The glory of war is but the glory of battle, the shouts, and cheers, and victory.

A soldier's life is not a pleasant one. It is always, at best, one of privations and hardships. The emotions of patriotism and pleasure hardly counterbalance the toil and suffering that he has to undergo in order to enjoy his patriotism and pleasure. Dying on the field of battle and glory is about the easiest duty a soldier has to undergo. It is the living, marching, fighting, shooting soldier that has the hardships of war to carry. When a brave soldier is killed he is at rest. The living soldier knows not at what moment he, too, may be called on to lay down his life on the altar of his country. The dead are heroes, the living are but men compelled to do the drudgery and suffer the privations incident to the thing called "glorious war." (pp. 109-110)

Primary Source Analysis Sheet

Title of source: _____

Place and time written: _____

Author/creator of source: _____

Read the text carefully and answer the questions below:

1. Who do you think was the intended audience?

2. Why do you think the author wrote this?

3. What do you think is the main idea?

4. Give at least 3 details that support the main idea.

5. Why do you think this source is a significant historical source?

6. What is one question you would ask the author?

Module 2: Takeaways

- Primary sources can be utilized to help students develop critical thinking skills and deepen content knowledge.
- ELA strategies and best practices can easily be incorporated into social studies primary source lessons.
- Primary source lessons can utilize texts, photographs, songs, poems, artifacts, etc.

Module 2: Reflection

Take a few moments to respond to the following questions as a way to reflect on your learning during this module.

3 Learned	
2 Noticed	
1 Question	

Module 3

Preparing for Assessment

Module 3: Goals

1. Understand the Assessment Frameworks and Performance Level Descriptors and their implications for instruction.
2. Take a practice social studies assessment and analyze test items.
3. Examine extended response questions and practice grading student samples using the rubric.
4. Create a plan of action for a classroom teacher based on student samples provided.

Course of Study

Examination of the Standards

Complex Texts and Primary Sources

Preparing for Assessment

Creating Rigorous Lessons

Summary of Test Design

- All students in Grades 3-8 will respond to both multiple choice and extended response item(s).
- Scoring will include both the multiple choice and extended response sections of the test.
- For the extended response portion, students will engage with a written or visual stimulus.
- Texts will be chosen based on a variety of factors, including quality, style, and subject matter, and will be reviewed by teachers for content and sensitivity.

- Tennessee Department of Education

Operational testing will begin in the 2015-2016 school year.

More testing information will be released on the Tennessee Department of Education website over the next few months.

We expect the following for the scoring of the operational test beginning in 2015-16:

- Both sections of the assessment, including the multiple choice items and extended response items, will be scored centrally. No local scoring will be required.
- The scoring process will be robust and driven by Tennessee students and educators. Educators will participate in a process called rangefinding using actual student work from Tennessee classrooms. Decisions made by the rangefinding committee will directly inform how the testing vendor trains their scorers.

Task Sheet: Performance Level Descriptors

In spring 2014, Tennessee educators in grades 3-8 and U.S. History drafted Performance Level Descriptors (PLDs) to broadly describe the content knowledge, skills, and practices students performing at a given level should be able to demonstrate at each particular grade level.

These PLDs will serve as the basis for standard setting following the first operational administration.

With your team, review your grade level PLD. (PLDs are located in Participant Packet #2.)

- Identify necessary skills and capacities needed to successfully demonstrate mastery.
- Pinpoint skills that students will need to be proficient or advanced and note the difference between the two levels.
- Note what students need to do to be successful on the Tennessee Social Studies assessment.

Use this information to create a series of “I can” statements for students.

Chart your answers and be prepared to share with the whole group.

Task Sheet: Assessment Frameworks

The Assessment Frameworks were created to give teachers an idea of the percentage of test items that will come from each area of the standards on the field test. This is the current document; however, these numbers and percentages could change. This framework should be used as a starting point resource.

Working with your team, review your grade level framework. (Frameworks are located in Participant Packet #2.)

Discuss the following questions, making note of your answers:

- Using the percentage of questions represented, list your grade level reporting categories from highest to lowest.
- How can this provide helpful guidelines for planning?
- How will this impact instruction?

Be prepared to share with the whole group.

Task Sheet: Practice Test and Analysis

Answer the 10 practice multiple choice questions and 1 extended response question per grade level. (Questions are located in Participant Packet #2.)
Think about: level of rigor, type of question, required skills and knowledge.

Analysis of Assessment

After you have completed the test questions, work with a partner to complete the question analysis chart on the next page. (See example below) *We will review the extended response questions later in this module.

3rd grade

Question #	Aligned standard(s)	Standard verb	Type of Question/ Notes
2	3.56	Interpret	Graph on exports/requires student to make educated guess

Group Discussion

- Challenging questions and strategies for instruction
- Level of rigor
- Implication for instruction

Question Analysis Charts

3rd Grade

Question #	Aligned standard(s)	Standard verb	Type of Question/Notes

4th Grade

Question #	Aligned standard(s)	Standard verb	Type of Question/Notes

5th Grade

Question #	Aligned standard(s)	Standard verb	Type of Question/Notes

Extended Response Questions FAQ's

**This is the most up to date information. Check the Tennessee Department of Education website for updates.*

1. How many extended response questions will be on each test?

Each test will include one extended response question.

2. Will they be given separately from the multiple choice portion?

Yes. The extended response portion and the multiple choice portion will be given at separate times.

3. How will they be scored?

Scoring rubrics for the extended response section are trait-based and will assess two traits: content and literacy. The rubrics are built directly from the language of the new Tennessee social studies/U.S. history content and literacy standards. For grades without social studies literacy standards, the rubrics incorporate the writing strands from the new Tennessee State Standards for English language arts (3-5th grade). Rubrics are located on the Tennessee Department of Education website.

*Discuss implication for instruction.

Task Sheet: Extended Response Grading

Split into grade level teams of 2-3 people.

- Review the Tennessee Social Studies Extended Response Rubric for grades 3-5. Highlight key words and phrases. (Rubric located in Participant Packet #2.)
- Reread the extended response sample question for your grade level.
- With your group, score and record your grade level student samples. (Use grading chart located on the next page).
- When you have finished scoring, complete the following activity:

You have just read several extended response samples from a class. Think about patterns you saw, areas of need, and areas of success. Develop a plan for the classroom teacher, outlining what his/her next steps should be.

Questions to consider:

- What skills and knowledge are required to complete the task?
- What background knowledge do students need?
- What writing skills need the most work?
- Which social studies skills need the most work?
- What “next steps” should the teacher take?

Create a chart that shows your scores, areas of success, areas of need, and next steps.

Gallery walk of charts.

Extended Response Grading Chart

Student #	SS Content	Literacy	Total Score	Notes

3rd Grade Work Samples

Food in America

Prompt: Using evidence from the passage and the timeline to support your response, explain how historical events have affected what people eat in the United States.

Student #1

The history of food is that native Americans used dry corn to make bread and cornmeal. They hunted for meat and ate beans, corn, bread and pancakes. Later, during the Silver War they ate pork, beef and potatoes. In the 20th century the wars made it hard to get food.

Student #2

The timeline says that the first food was plants and animals. It said people from England began to move to American and they didn't have much food, so the Indians showed them how to grow new food like corn. A few years later, people because to bring slaves to American from Africa. The slaves brought different recipes and types of foods. When immigrants started to come from Europe again, they brought food from all different counties that the Americans started to eat. An example would be hotdogs. Also, Chinese people brought rice and different ways of cooking. Today there are Chinese restaurants all over America.

The story explains that in the 1800's factories started to package food so that it would stay fresh for a longer time. This helped people eat new foods that usually would go bad quickly. Soldiers who came home from war sometimes brought new foods back too. People from Mexico brought special recipes and foods. This is why America has so many different types of food.

Student #3

People in the US eat food from all over the world. Food would be different if we didn't have people move here from other counties. When they came here they brought their food with them. Here is an example: "May I have a cheeseburger?" Employee: "Yes, you may. I learned about them from Europe." "Great. I like food from other counties."

Student #4

Food in the United States was affected by history. People had to eat what they had. If there was a drought or a war, they may not have enough to eat. Many people grew their own food because they lived on farms. But in the 1880's, the people started to have factories that made food. This made people eat things they hadn't eaten before.

Student #5

When Europeans first settled in America they brought food and recipes from home. They learned about new foods from the Indians. They made new foods. People also hunted for food and became farmers. During the wars it was hard to get food. People ate less meat and cookies. They saved the food for the soldiers. People also brought new foods from their counties. Chinese laborers brought food and ways of cooking. Mexico brought foods that became popular.

Student #6

I think one reason is when people went out west they ran out of food and had to eat new things. I think that they moved away from their county and came to America. They said, "Let's eat our food," but then they couldn't find the ingredients so they had to make new food. Then there were wars and people couldn't eat some stuff they did.

4th Grade Work Samples

Constitution

Prompt: Write an opinion piece supporting the position that the states should ratify the Constitution.

Student #1

State should ratify the Constitution. George Washington and John Jay both agreed on it. The county needed freedom and the Constitution gave freedom to the people. So I say yes.

Student #2

I think people should ratify the Constitution because it was meant to keep people safe. Without it criminals would be rampaging all over the place and there would be no consequences. George Washington said, "The Constitution may promote the lasting welfare of that county so dear to us all and secure her freedom and happiness." That is why it should be ratified.

Student #3

I think they should have ratified the constitution. There are many reasons why they should have laws. One reason is that the law, "may promote the lasting freedom and happiness." George Washington said. "if it got rejected what seasures would you promose" John Jay said "that t he men who came up with this deserve our condicne." George Washington said "we have no honor to submit to the United States that Constitution which has appeared to us the most advisable."

Student #4

States should ratify the Constitution. John Jay and George Washington agreed with me. John Jay said "The men who formed this plan are Americans who have long deserved our confidence. He meant, the men that wrote this can be trusted. George Washington said the Constitution will make sure our county is free and happy. The Constitution was written by a lot of people and so it wasn't just one guy's idea. A lot of people gave ideas and they worked hard to make it fair for all people, even though it wasn't really fair to everyone.

Student #5

Yes! I agree that states should vote for the Constitution because it was a set of rules for our county's government. According to the text, John Jay said, "Suppose this plan to be rejected; what measures would you propose for obtaining a better?" He believed the Constitution was the best idea. He thought people should give it a try and sit if it was good. He said, "At least give it a fair trial." George Washington that it was "appeared to us the most advisable." This is why states should choose the Constitution.

Student #6

The state should have ratified the Constitution. It gave laws for our county. There are 10 amendments called the bill of rights. These protected people. One example was the right to free speech. This meant you couldn't get arrested for saying bad things about the president or government. The Constitution says all people are equal. I think the Constitution should be voted for because it says there are three part of the government. These parts are the executive branch, the judge branch and the legislative branch. These are all reasons why the Constitution should be voted for.

5th Grade Work Samples

Vietnam War

Prompt: Explain why the Vietnam War caused such large disagreements among the people of the United States.

Student #1

The Vietnam War caused a lot of disagreements among people of the United States. Some people liked the war and some people didn't like the war. People didn't like the war because a lot of people got killed and some people liked it because they thought Vietnam was bad.

Student #2

The Vietnam War made a lot of people angry in the US. Americans could not agree if it was a good thing or a bad thing. During the war over 58,220 Americans were killed. A million Vietnamese people died. This made people angry. Some American people thought we needed to go to war because Vietnam was communist. According to the text, North Vietnam attacked 36 major cities in South Vietnam in 1968. The US drafted men to go to war. That means they didn't have a choice and had to go fight. This also made people mad.

Student #3

U.S. battle deaths 47,434. Total deaths was 58,220. The United States increased the number of troops fighting the Communists and the rebels. Approximately 375,000 men went to war.

Student #4

The Vietnam War was very controversial. The Vietnam War was a war that was fought between North and South Vietnam. The United States got involved in the war because North Vietnam was communist as we wanted to stop communism. Some people thought we should stay out of it. Some people thought we needed to help South Vietnam. According to the text, the country divided into two parts in 1954. A few years later they started to fight. The United States sent military aid to South Vietnam. The text also says that we sent more troops between 1964-1969. In 1970-1973 President Nixon ordered U.S. and South Vietnamese troops to invade places. Congress didn't like this. Finally U.S. troops left the country in 1973. We did not win the war. The text says that 58,220 US people died in the war. According to the text a lot of people in Vietnam died too. This war made people sad and angry. A lot of US soldiers died and we still didn't stop Communism.

Student #5

Vietnam declared its independence from French Indochina. Communists in the north began fighting France for control of Vietnam. The country was officially divided into two parts with a communist government in the north and US supported government in the south. Communists from the north and communists rebels from the south wanted to overthrow the government.

Student #6

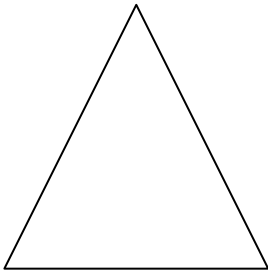
I don't like wars. People shouldn't fight. The text says there were 58,220 total people who died in the United States. That is sad. That is why war is bad. We haven't learned about Vietnam War so that is all I have to say. Good bye.

Module 3: Takeaways

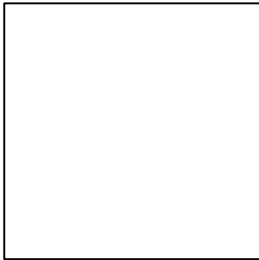
- Assessment Frameworks and Performance Level Descriptors can be used to guide planning and instruction.
- Students should have practice answering questions at varying levels of difficulty.
- Extended response questions will assess both a student's social studies content knowledge and literacy skills.

Module 3: Reflection

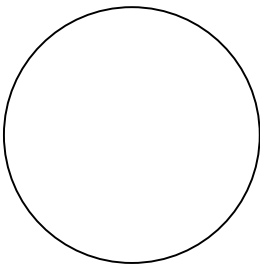
Triangle Square Circle



What are *three important points* that you have learned?



What is something that *squared* or agreed with your thinking?



What is something still *circling* in your head?



Module 4

Creating Rigorous Lessons

Module 4: Goals

1. Recognize the need for high quality, collaborative discussion in social studies lessons and explore various types of discussion questions.
2. Explore the wealth of resources available for teachers.
3. Create a social studies lesson based on a primary source.

Course of Study

Examination of the Standards

Complex Texts and Primary Sources

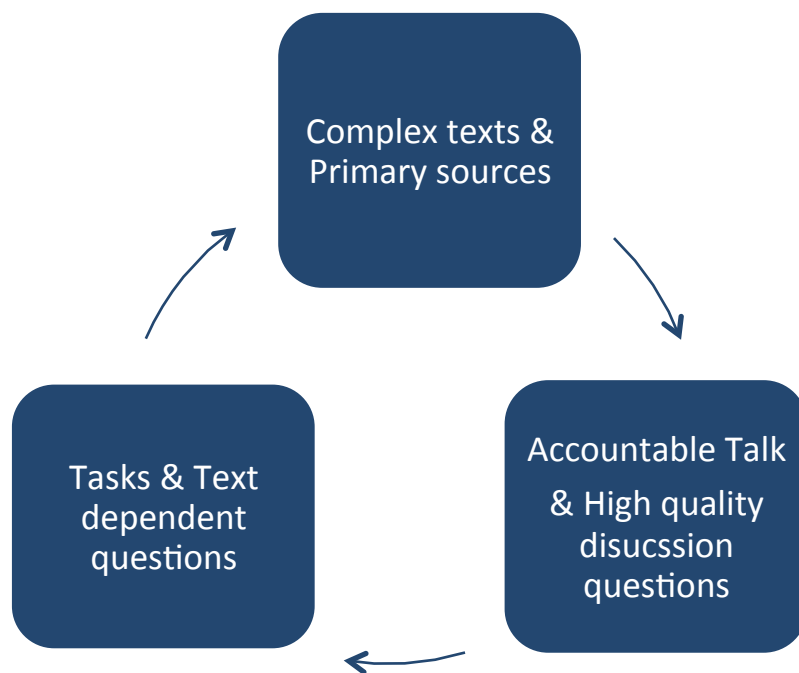
Preparing for Assessment

Creating Rigorous Lessons

Planning Rigorous Lessons: “The 3 T’s”: Text, Task, Talk

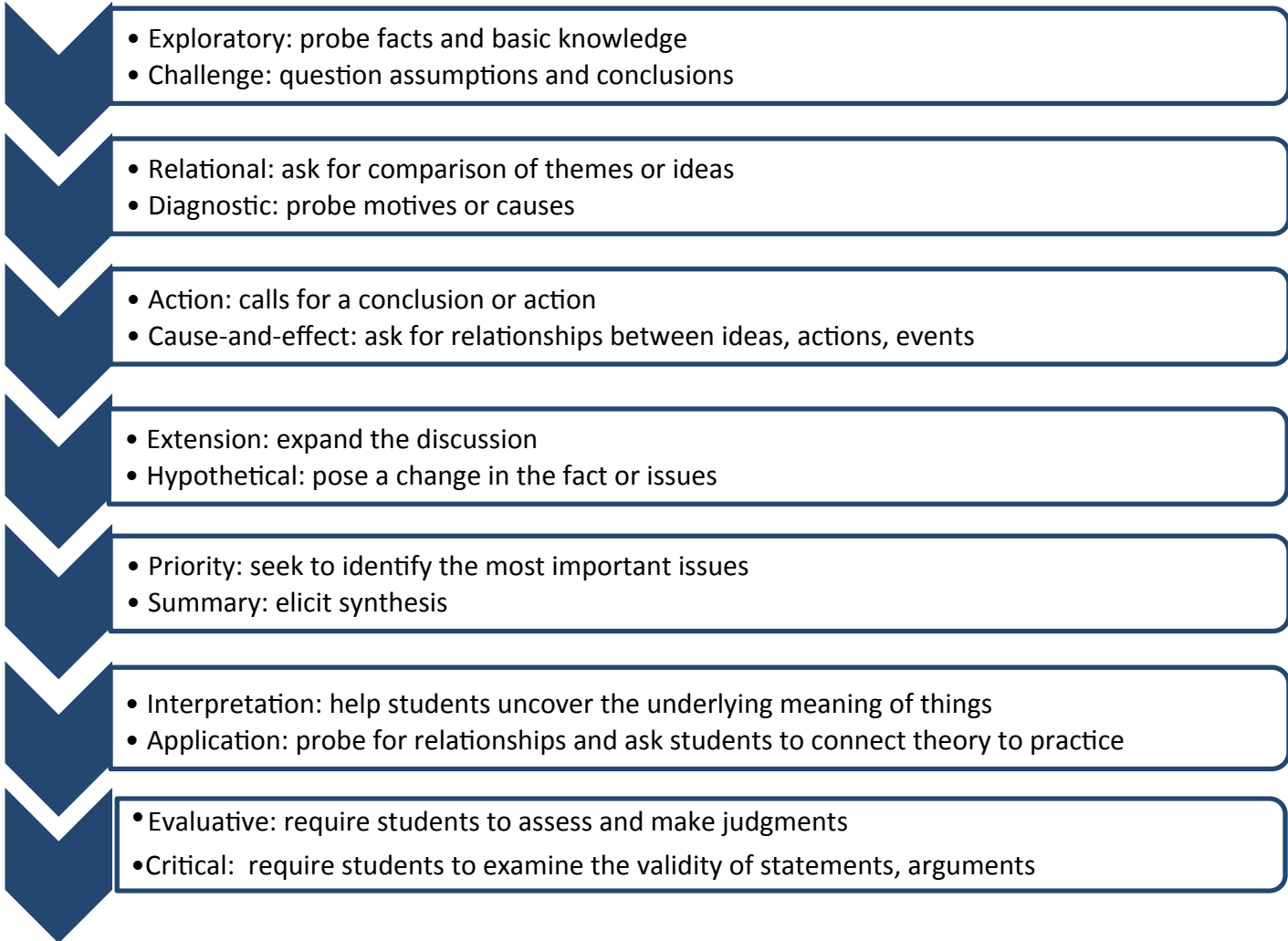
Three components of rigorous social studies lessons:

1. Complex texts and primary sources that are read multiple times for varying purposes.
2. Text-dependent questions and tasks that develop students’ reading, writing, speaking, listening, and thinking skills, along with building students’ social studies content knowledge.
3. High quality discussions and Accountable Talk®.



Primary Source Discussion Questions

When planning a primary source lesson it is very helpful to plan your questioning. Balance the types of questions you ask, moving from simple questions to those that require higher order thinking skills. The questions below guide students to examine assumptions, draw conclusions, and make interpretations.

- 
- Exploratory: probe facts and basic knowledge
 - Challenge: question assumptions and conclusions

- Relational: ask for comparison of themes or ideas
- Diagnostic: probe motives or causes

- Action: calls for a conclusion or action
- Cause-and-effect: ask for relationships between ideas, actions, events

- Extension: expand the discussion
- Hypothetical: pose a change in the fact or issues

- Priority: seek to identify the most important issues
- Summary: elicit synthesis

- Interpretation: help students uncover the underlying meaning of things
- Application: probe for relationships and ask students to connect theory to practice

- Evaluative: require students to assess and make judgments
- Critical: require students to examine the validity of statements, arguments

Sample Questions:

Exploratory:	<i>What research evidence supports?</i>
Challenge:	<i>How else might we account for?</i>
Relational:	<i>How does.... compare to?</i>
Diagnostic:	<i>Why did?</i>
Action:	<i>In response to, what should do?</i>
Cause and effect:	<i>If occurred, what would happen?</i>
Extension:	<i>What are additional ways that?</i>
Hypothetical:	<i>Supposehad been the case, would the outcome have been the same?</i>
Priority:	<i>What is the most important?</i>
Summary:	<i>What themes or lessons have emerged from?</i>
Interpretation:	<i>From whose viewpoint/perspective are reading?</i>
Application:	<i>How does this apply to that?</i>
Evaluative:	<i>Which of these are better? Why does it matter? So what?</i>
Critical:	<i>How do we know? What's the evidence? How reliable is the evidence?</i>

Think about:

How does this relate Bloom's Taxonomy?
 How does this relate to your teacher evaluation model?
 How does this relate to your knowledge of Accountable Talk®?

Task Sheet: Primary Source Discussion Questions

Native American Assimilation Lesson

With your group, you will create a series of discussion questions to accompany a primary source lesson.

- Develop at least 5 different types of questions from the Primary Source Discussion Questions graphic organizer on p.75.
- Chart your answers.

Student goal:

Evaluate primary source documents to determine U.S. attitudes in regard to Native American assimilation during the 1800's.

Background for teachers:

Carlisle Indian Industrial School in Carlisle, Pennsylvania, was the flagship Indian boarding school in the United States from 1879 through 1918. Carlisle was the first federally funded off-reservation Indian boarding school. Carlisle and similar schools were controversial because many Native Americans said that they forced children to leave their families at young ages, and to give up their own cultures, languages, religion and even their names, doing psychological damage to generations. Upon arrival at Carlisle students' hair was cut and names were changed. The children had to give up their traditional ways.

– Excerpt from “Carlisle Indian Industrial School”

Primary Source #1



Sioux boys entering Carlisle School (1883)



Same boys, 3 years later (1886)

*Photos from Archives and Special Collections, Dickinson College

Primary Source #2

"This agency forbade the speaking of Indian languages, prohibited the conduct of traditional religious activities, outlawed traditional government, and made Indian people ashamed of who they were. Worst of all, the Bureau of Indian Affairs committed these acts against the children entrusted to its boarding schools, brutalizing them emotionally, psychologically, physically, and spiritually. Even in this era of self-determination, when the Bureau of Indian Affairs is at long last serving as an advocate for Indian people in an atmosphere of mutual respect, the legacy of these misdeeds haunts us. So many of the maladies suffered today in Indian country result from the failures of this agency. Poverty, ignorance, and disease have been the product of this agency's work."

- Kevin Gover, Assistant Secretary of Indian Affairs Department,
Sept. 8, 2000 (In reference to the 175th anniversary of the
establishment of the Bureau of Indian Affairs)

Resources

Locating resources to teach the new standards doesn't have to be a challenge. There are countless websites that provide high quality resources. This list below is a sample of the resources available.

Primary Source Resources

Library of Congress

<http://www.loc.gov/teachers>

The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching. Find Library of Congress lesson plans and more that meet Common Core standards, state content standards, and the standards of national organizations.

Smithsonian Institute

<http://smithsonianeducation.org/>

The Smithsonian site offers the user a wealth of information for all grade levels. The site contains primary sources as well as links to other sites pertaining to the topic being researched.

National Archives

<http://www.archives.gov/>

The National Archives Teacher Resources include professional development, lesson plans, primary sources, Docs Teach, etc. The National Archives has selected thousands of primary source documents to bring the past to life as classroom teaching tools. A search field allows teachers to easily find written documents, images, maps, charts, graphs, audio, and video in an ever-expanding collection that spans the course of American history.

Teaching History

<http://teachinghistory.org/quick-links-elementary>

Teachinghistory.org is designed to help K-12 history teachers access resources and materials to improve U.S. history education in the classroom. With funding from the U.S. Department of Education, the Center for History and New Media (CHNM) has created Teachinghistory.org with the goal of making history content, teaching strategies, resources, and research accessible.

American Rhetoric

<http://www.americanrhetoric.com/>

American Rhetoric provides audio and written transcripts for 100 great speeches. These speeches by presidents and other important political figures are important resources for educators searching for primary sources.

Folklore and Mythology Electronic Texts

<http://www.pitt.edu/~dash/folktexts.html>

This site is a resource for folktales and myths. The collection represents multiple cultures across the globe and includes commonly known texts such as Aesop's fables as well as lesser known ones.

NY Public Library's Digital Collection

<http://digitalcollections.nypl.org/>

Explore 824,524 items digitized from The New York Public Library's collections.

This site is a living database with new materials added every day, featuring prints, photographs, maps, manuscripts, streaming video, and more.

World Digital Library

<http://www.wdl.org/en/>

The World Digital Library (WDL) is a project of the U.S. Library of Congress, carried out with the support of the United Nations Educational, Cultural and Scientific Organization (UNESCO), and in cooperation with libraries, archives, museums, educational institutions, and international organizations from around the world. The WDL makes available on the Internet, free of charge and in multilingual format, significant primary materials from all countries and cultures.

LIFE Photo Archive hosted by Google

<http://www.images.google.com/hosted/life>

Includes a searchable database of photographs from the LIFE photo archive, stretching from the 1750s to today. (Note: may be blocked by school filters).

Historical Scenes Investigation Project

<http://www.hsionline.org/>

The Historical Scene Investigation Project (HSI) was designed for social studies teachers who need a strong pedagogical mechanism for bringing primary sources into their classroom. The HSI instructional model consists of the following four steps: Becoming a Detective, Investigating the Evidence, Searching for Clues, Cracking the Case.

For every case, there is a section for the teacher. This section will list particular objectives for the activity and will also provide additional contextual information and resources as well as instructional strategies that the teacher might find useful.

Tennessee Connection Resources

Tennessee State Library and Archives

<http://www.tennessee.gov/tsla/index.htm>

The Tennessee State Library and Archives (TSLA) collects and preserves books and records of historical, documentary, and reference value and promotes library and archival development throughout the state.

Tennessee History for Kids

<http://www.tnhistoryforkids.org/home>

Tennessee History for Kids offers a number of free resources, including booklets, virtual tours, videos, primary sources, and interactive quizzes."

Tennessee State Museum

<http://www.tnmuseum.org/>

The mission of the Tennessee State Museum is to procure, preserve, exhibit, and interpret objects which relate to the social, political, economic, and cultural history of Tennessee and Tennesseans, and to provide exhibitions and programs for the educational and cultural enrichment of the citizens of the state. Teachers can find information about traveling trunks, lesson plans, links, exhibits, virtual tours, and more on the museum's website."

Teacher Resources

Stanford History Education Group

http://sheg.stanford.edu/home_page

Reading Like a Historian" curriculum engages students in historical inquiry. Each lesson revolves around a central historical question and features sets of primary documents designed for groups of students with diverse reading skills and abilities.

Teacher Toolkit

<http://www.theteachertoolkit.com/>

Teacher Toolkit offers tools for classroom management, partner and group practice, reading strategies, games, and more."

Social Studies Central

<http://www.socialstudiescentral.com/>

Social Studies Central provides resources with a focus on the social studies, supports teachers as they improve their instruction, and helps educators engage kids in learning. Their website offers lesson plans, website links, links to assessment advice, technology integration resources, and information about staff development and workshops."

Geography Resources

Sheppard Software

<http://sheppardsoftware.com/>

Sheppard Software offers hundreds of free, online, educational games for kids. The site also includes geography games for states, capitals, oceans, rivers, and world geography.

Lizard Point

<http://lizardpoint.com/geography/index.php>

The Lizard Point quizzes website provides free and fun geography content. Quizzes have features that support and enhance learning, such as study mode and a personalized quiz tracker. Class accounts allow the teacher to see students' scores.

Action Quiz

<http://www.actionquiz.com/>

This free site features hundreds of trivia quizzes where human players compete with computer opponents. Geography section includes both U.S. and world quizzes.

Geography Apps

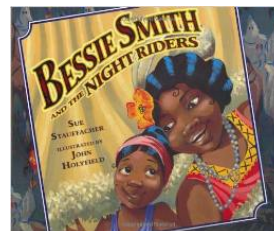
(Note: The apps below provide quality geography practice for your students; however, the majority do have a fee attached.)

- United States Montessori Approach to Geography (USA)
- Shake the States
- Tiny Counties
- Ilearn-Continents
- Stack the States
- State the Counties
- GeoBee Challenge
- U.S. Geography with Flat Stanley
- Puzzlin' Pieces USA

Elementary Literature: African American History Resources

Bessie Smith (standard 5.47)

Stauffacher, Sue. *Bessie Smith and the Night Riders*. New York: Penguin Young Readers Group, 2006. Print.



Bessie Smith was born in Chattanooga, Tennessee on April 15, 1894. She began to sing at a young age and in 1923 signed a contract with Columbia Records. Soon she was among the highest-paid black performers of her time. Smith was nicknamed "The Empress of the Blues."

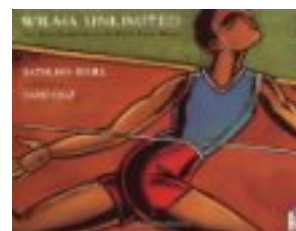
Based on a true incident, *Bessie Smith and the Night Riders* is a powerful story. Author Sue Stauffacher changes one significant detail in the true story of the encounter between "Empress of the Blues" Bessie Smith and the Ku Klux Klan-- adding a child, Emmarene Johnson, who witnesses, takes part in, and tells the story.

Lexile 960

ISBN-13: 9780399242373

Wilma Rudolph (standard K.30, 2.32)

Krull, Kathleen. *Wilma Unlimited*. New York: Voyager Books, 1996. Print.



Wilma Rudolph was born in 1940 in Clarksville, Tennessee. Throughout her childhood she fought disease and sickness. In 1945 she was diagnosed with polio and told she would never walk again. Through determination and hard work, Wilma overcame the odds. At the age of twenty, she became the first American woman to win three gold medals at a single Olympic games.

This book tells the dramatic and inspiring true story of runner Wilma Rudolph, who overcame incredible odds to become one of the world's finest athletes.

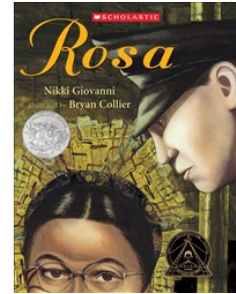
Lexile 730

ISBN 0-15-202098-5

Rosa Parks (standard 2.32, 3.16, 5.65)

Giovanni, Nikki. *Rosa*. New York: Henry Holt and Company, 2005. Print.

Rosa Parks is one of the most famous figures in American history. On December 1, 1955, she got on a Montgomery, Alabama, city bus after work and refused to give up her seat to a white man, an act that sparked a revolution.



Written by Nikki Giovanni, an award winning poet, writer and activist, and illustrated by Bryan Collier, *Rosa* was a 2006 Caldecott Honor Book and a 2006 King Illustrator Award Winner.

Lexile 900

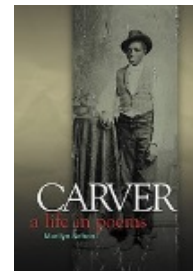
ISBN

978-0-8050-7106-7

George Washington Carver (standard 3.16, 5.37)

Nelson, Marilyn. *Carver a Life in Poems*. Asheville, North Carolina: Front Street, 2001. Print.

George Washington Carver was born a slave in Missouri around 1864. He eventually earned a master's degree and, in 1896, began the agricultural department at Tuskegee Institute. Carver is best known for his work as a botanist and an inventor, but he was also a talented painter, musician and, teacher.



This collection of poems follows the life and accomplishments of Carver. Poems include selections such as "Drifter," "Four a.m. in the Woods," and "Green-Thumb Boy."

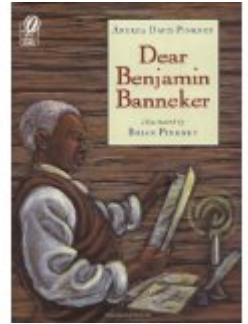
Lexile 890

ISBN13: 9781886910539

Benjamin Banneker (standard 2.32)

Pinkney, Andrea Davis. *Dear Benjamin Banneker*. Chicago: Harcourt, 1994. Print.

Throughout his life Banneker was troubled that all black people were not free. And so, in 1791, he wrote to Secretary of State Thomas Jefferson, who had signed the Declaration of Independence. Banneker attacked the institution of slavery and dared to call Jefferson a hypocrite for owning slaves. Jefferson responded. This is the story of Benjamin Banneker--his science, his politics, his morals, and his extraordinary correspondence with Thomas Jefferson. Illustrated in full-page scratchboard and oil paintings by Caldecott Honor artist Brian Pinkney.



Lexile 1100

ISBN 0-15-3143967

Civics Legislation and Project Based Learning

In 2012 the Tennessee General Assembly passed the following law:

T.C.A. 49-6-1028

1. Beginning with the 2012-2013 school year, in conjunction with the social studies curriculum, all *LEAs shall implement a project based assessment in civics at least once in grades 4-8 and at least once in grades 9-12. The assessments shall be developed by the LEA and designed to measure the civics learning objectives contained in the social studies curriculum and to demonstrate understanding and relevance of public policy, the structure of federal, state and local governments and both the Tennessee and the United States constitutions.
2. The Department of Education may seek the assistance of appropriate outside entities, including the Tennessee Center for Civic Learning and Engagement, to assist it with the implementation of any necessary professional development on the use of project based assessments of civics learning.
3. For the purposes of this section, "project-based" means an approach that engages students in learning essential knowledge and skills through a student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.
4. LEAs shall submit verification of implementation of this section to the Department of Education.

*LEA = local education agency

The Tennessee Center for Civic Learning and Engagement (TCCLE) has available resources needed to meet the requirements of the new legislation.

<http://www.tccle.org/index.html>

Some suggestions include:

- Project Citizen
- We the People

*Check with your district to see how you are meeting these requirements.

Task Sheet: Lesson Creation

With a trio, choose a standard around which your lesson will be based; then select a primary source.

(Note: Grades 4 and 5 may wish to use a text from the standards. Third grade will need to choose a primary source that works well with a grade level standard.)

Your group will have 40 minutes to create a primary source lesson that integrates both social studies standards and ELA anchor standards for your chosen grade.

Your group will present the lesson, explaining which source you chose, activities, standards, etc.

Your lesson should include:

- Text-based questions
- Discussion questions
- Extended response question

Gallery walk of lesson plans.

Module 4: Takeaways

- High quality collaborative discussions require deliberate planning of questions.
- Resources are available to help you locate primary sources and plan rigorous lessons.
- Social studies lessons should include 3 key components: text, task, talk.
- TCCLE can provide valuable resources and guidance in order to fulfill T.C.A. 49-6-1028.

Module 4: Reflection

Exit Ticket	My 3 biggest “takeaways” from this training
	1)
	2)
	3)



Department of Education May 2015; Publication Authorization No. 331999; 2282 copies.
This public document was promulgated at a cost of \$5.50 per copy.

